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Sinisa Children's Literacy Program: SWOT Analysis to Increase Reading Interest in Salatiga

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Abstract
Early literacy is crucial in building a strong foundation for children's reading and writing skills. In Salatiga, the Library and Archives Office (Dinpersip) initiated the Salatiga Early Literacy Awareness (Sinisa) program to cultivate children's reading interest from an early age. Although the program holds great potential, its implementation remains limited to book provision and does not fully address essential literacy aspects. This study evaluates the effectiveness of the Sinisa program and identifies the factors influencing its success using a descriptive approach and SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). The findings indicate that the program's strengths lie in Dinpersip's active involvement, content relevance to local culture, and community collaboration. However, it faces several weaknesses, including budget limitations, suboptimal content, and the absence of a clear evaluation framework. Opportunities for program development include cross-sector collaboration and increasing literacy awareness, while the primary threats stem from digital media competition and the lack of commitment from the local government. As a novel contribution to early literacy studies, this research recommends implementing a Community-Based Literacy model that actively involves parents and communities to enhance the effectiveness of the Sinisa program. Strengthening strategic partnerships between Dinpersip, educational institutions, and communities is essential to fostering a conducive environment for sustained reading interest. These measures aim to optimize the Sinisa program to cultivate a literate generation in Salatiga.

Keywords: *early literacy; reading culture; Sinisa*

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Introduction

This study focuses on the Sinisa Children's Literacy Program: SWOT Analysis to Increase Reading Interest in Salatiga. Early literacy is crucial in children's cognitive development, shaping critical thinking and problem-solving skills (Rand & Morrow, 2021). Early literacy is closely linked to language skills, which form one of the foundations upon which literacy develops. Early literacy refers to children's knowledge about reading and writing before they formally learn these skills (Solichah et al., 2022, p. 3935). Early literacy focuses not on teaching children to read but on cultivating a love for reading and establishing foundational skills. This approach better prepares children for formal reading instruction when it begins (Kurniasari & Arfa, 2020, p. 48). In Salatiga, the Sinisa Literacy Program was developed by the Library and Archives Office (Dinpersip) to enhance children's interest in

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reading from an early age. The program provides books for children under five years old, with content tailored to their social and cultural environment.

The Community Literacy Development Index (IPLM) of Salatiga reached 94.48 in 2023, the highest in Central Java, while the city's Reading Interest Level (TGM) was recorded at 62.13, categorized as high (Perpusnas, 2023). However, high IPLM and TGM scores do not directly indicate the success of early literacy. No available data demonstrates the Sinisa program's tangible impact on improving early childhood literacy. (Perpustakaan Nasional, 2023).
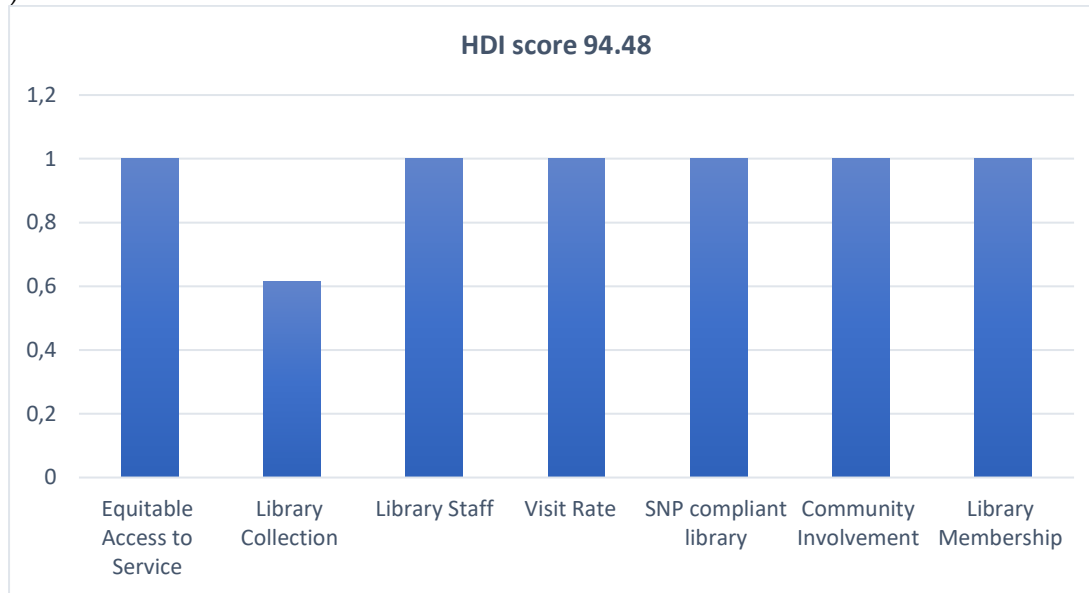
Figure 1. Results of Salatiga City Community Literacy Development Index (IPLM) Assessment by the National Library of Indonesia
Source: Perpusnas 2024

TGM SCORE 62.13 (HIGH)

90
80
70
60
50
40
30
20
10
0

79,48
53,94
59,71
76,33
55,7

Frequency of Reading
Reading Duration
Number of Reading Materials
Frequency of Internet Access76.33
Duration of Internet Access
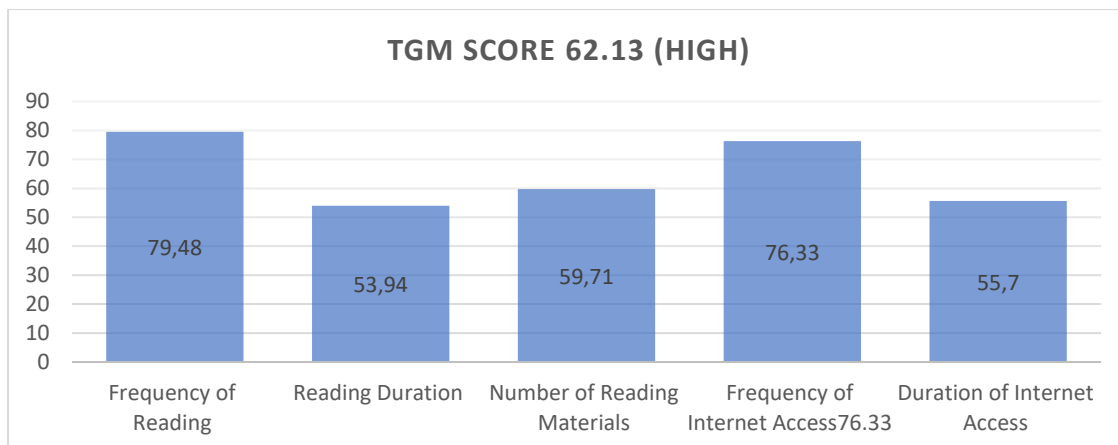
Figure 2. Results of Dinpersip's TGM Assessment
Source: Perpusnas 2024

Despite Salatiga City's high IPLM and TGM scores, they do not directly reflect the impact of early literacy programs on children's reading interest, particularly in early childhood literacy development (compare it with Pezoa et al., 2019). To address this, Dinpersip prioritizes literacy enhancement for children under five through the Sinisa program, an innovative initiative in Salatiga and Central Java. Sinisa provides the first reading materials tailored to children's environmental, social, and cultural contexts, covering various

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intelligence aspects, including linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, and intrapersonal skills.

The effectiveness of the Sinisa program remains uncertain due to the absence of concrete data demonstrating its direct impact on early childhood literacy improvement. This early literacy initiative is rooted in the National Library's policy on Social Inclusion-Based Library Transformation (TPBIS), which seeks to enhance the role and function of libraries through community engagement. TPBIS is a lifelong learning platform that improves library users' quality of life and welfare. The program is formally outlined in National Library Regulation No. 3 of 2023 Concerning Social Inclusion-Based Library Transformation, with one of its primary objectives being to foster reading habits and literacy within Indonesian society. Additionally, it supports national efforts to educate children and enhance societal well-being.

As part of TPBIS, as a regional institution, the Library and Archive Service is expected to contribute to human resource development by providing printed and digital reading materials. This program also encourages individuals to seek knowledge and create job opportunities independently. The urgency of such initiatives stems from Indonesia's low literacy levels. A literacy survey conducted by Central Connecticut State University in 2016 ranked Indonesia 60th out of 61 countries. Similarly, the same year's PISA (Program for International Student Assessment) survey placed Indonesia 64th out of 72 participating nations. (Sunyono, 2018, p. 34). These findings underscore the critical need for literacy improvement. (Madhakomala et al., 2022, p. 137)Addressing this issue requires action at the regional level, including in Salatiga, where the local government plays a strategic role in cultivating reading interest through programs like Sinisa. Strengthening early literacy is essential for improving national literacy rankings and developing high-quality human resources within the local community.

Hernowo (2012) emphasized that early education in reading, critical text analysis, and independent interpretation fosters a child's ability to question origins and underlying causes. The Sinisa program, running for four years, has increasingly focused on children around four, with book distribution facilitated through Literacy Family groups and literacy mothers—often the wives of local officials such as Regents, Mayors, and Village Heads. According to the 2023 Dinpersip Performance Report, book distribution was based on childbirth data in Salatiga to ensure targeted dissemination. However, the content did not fully align with literacy development goals, which are crucial for cognitive growth in early childhood.(Amri et al., 2023, p. 408).

Despite being implemented before 2023 to enhance early literacy by distributing children's books, the Sinisa program has primarily focused on book distribution rather than a comprehensive literacy development strategy. In 2023, the program expanded to eight villages: Salatiga, Kauman Kidul, Sidorejo Lor, Bugel, Pulutan, Blotongan, Tingkir Tengah, and Tingkir Lor. However, the extent of book distribution remains undocumented. This lack of data is concerning, as statistics from BPS indicate that Salatiga has 13,266 children under five, representing 6.5% of the city's population. Without clear records on the number of books reaching these young children, assessing the program's effectiveness and inclusiveness in fostering early literacy remains challenging. Furthermore, the absence of comprehensive data may result in unequal access to literacy resources and complicate efforts to evaluate the program's overall impact.

This study seeks to address these concerns by analyzing the effectiveness of the Sinisa program in fostering early literacy in Salatiga. By examining the program's influence on children's reading interest, this research aims to provide valuable insights and policy recommendations to enhance early literacy initiatives at the local level.

In this context, this study reviewed several existing studies related to early literacy to increase public interest in reading. Numerous reading interest development programs have been implemented in Salatiga; however, they have received limited attention from researchers. Many existing studies focus more on early literacy development in other areas, such as West

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Sumatra (Muryanti, 2022). Kurniasari (2020) highlighted the importance of fostering literacy culture in early childhood and noted the growing challenges posed by rapid technological advancements. Some of the methods suggested in that study for promoting a culture of literacy among children include the Cakruk Baca Bergerak, the Dia Tampan Method, and storytelling. Primayana (2023) argued that early literacy development is strongly influenced by parental involvement, which is reflected in the provision of facilities, interactions with children, and parents' reading habits.

This study fills a critical gap by explicitly analyzing the effectiveness of the Sinisa program in Salatiga, which has not been extensively studied. Unlike previous research, which primarily focuses on general literacy methods or literacy in other regions, this study provides an in-depth evaluation of Sinisa's implementation, its impact on early childhood reading interest, and its challenges. By identifying existing shortcomings, this study offers evidence-based recommendations to improve the program's effectiveness and ensure its sustainability in fostering early literacy in Salatiga.

Methodology

This study employed a qualitative method combined with a descriptive approach. A qualitative method was applied to describe the facts related to the early literacy program in Salatiga, which constitutes one of the innovations of the Salatiga City Library and Archives Office. Meanwhile, the literature review was used to gather information and scholarly papers relevant to early literacy, both in general and specifically in Salatiga. The primary sources of the literature review included scientific papers, books, journal articles, online articles, and other relevant works. (Ridwan et al., 2021, p. 42). The literature review aims to clarify, solve, and prevent existing problems. By employing this method, the researcher deepens their understanding of the field and the issues under study. (Nirmala et al., 2023, p. 20). Unlike field research, which aims to determine the initial steps for preparing a research framework, a literature review emphasizes searching for sources. (Anggito & Setiawan, 2018)This study, conducted in May 2024, used the descriptive method to illustrate the impact of early literacy on improving the Reading Interest Level (TGM) and Community Literacy Development Index (HDI) based on existing facts.

Data Collection and Analysis Process

Data were collected through in-depth interviews with various stakeholders from the Salatiga City Library and Archives Office, including the head of office, secretary, division head, sub-division head, and functional librarians. The interview process followed a semi-structured format, allowing flexibility while maintaining consistency across respondents. The key questions focused on the background and objectives of the Sinisa program, the implementation process and challenges faced, the perceived impact on early literacy development, strategies used to engage the community, and future improvements and sustainability plans. The interviews were recorded and transcribed for accuracy. The qualitative data analysis involved thematic analysis, where responses were categorized into key themes related to program execution, effectiveness, challenges, and recommendations. A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis was also applied to evaluate the program's context and the factors influencing its success or failure.(Byington et al., 2020).

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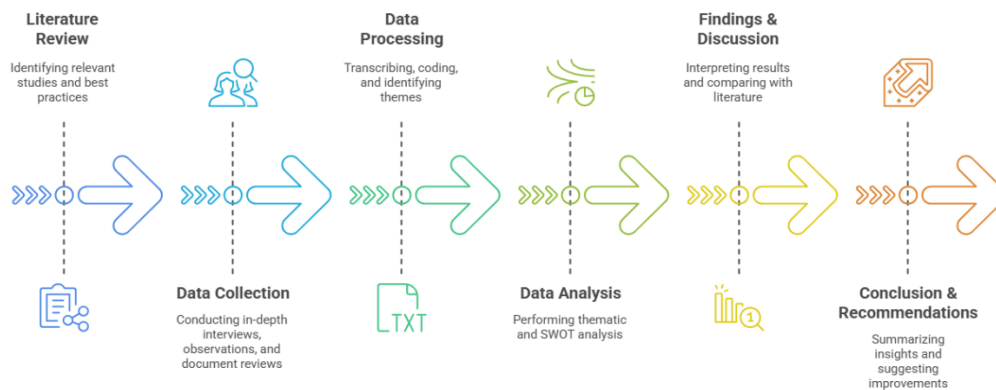
Figur 3. Research Process Flow Diagram

Results and Discussion

This study used SWOT analysis to provide an in-depth understanding of the Sinisa program and the factors that influence its effectiveness. This section discusses several key subpoints covering the program's strengths, weaknesses, opportunities, and threats.

Strength

The Dinpersip early literacy program is supported by high reading and literacy scores in the area. In 2023, Salatiga City ranked highest in Central Java according to the National Library Study, reflecting Dinpersip's commitment to promoting literacy in the region. The Sinisa program is recognized as an innovative initiative involving community participation. This program primarily focuses on fostering reading interest among children under five. It is expected to cultivate lifelong reading habits and enhance human resources' quality. Dinpersip initiated the Sinisa program to encourage early literacy, which has been complemented by other services that have supported the city's high literacy rates. To strengthen literacy efforts, particularly those tied to early literacy, the Salatiga City Dinpersip developed several services. These include book circulation, audiovisual materials, reading rooms for braille collections, children's book services, mobile libraries, reference materials, and digital collections. As per the latest report, the library has 3,490 books, including 200 Braille books.

From a physical infrastructure standpoint, the Dinpersip Library building meets the standards for a regional public library. In 2024, Dinpersip planned to further improve infrastructure, particularly for children's services, with an allocation of Rp 5 billion from the National Library to construct the Taman Cerdas library service building.

There is significant potential for developing early literacy programs in Salatiga City, particularly given its population of 201,370 in 2023. Of this population, 12,614 (6.43 %) were aged 0-4 in 2020, offering a substantial base for early literacy targeting. As the population density in Salatiga City continues to rise, reaching 3,387 people per square kilometer in 2020, Dinpersip's literacy program has become increasingly relevant, especially in densely populated areas. (Sa-nguanlak & Khajornchaikul, 2022).

Since its inception in 2022, the early literacy program has primarily targeted children aged 4, aiming to serve 3,000 children. On average, the program serves between 80 and 100 children per month. While this figure is promising, Dinpersip acknowledges that the program may not reach all children within the target age range, particularly in areas with limited access to literacy facilities. According to Dinpersip's 2024 data, the program's reach (for children aged 4) has only extended to 1,995 children per year, despite a total population of 12,000 under five in 2020.

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Table 1. Children Under Five Years Old Served by the Sinisa Program

Year	Number of Children Under Five Years Old Served by the Program	Number of Villages	Villages Served (%)
2023	1995	23	100%
2024	1925	23	100%

Source: Dinpersip 2024

The Sinisa program provided children with easy access to age-appropriate books that cater to developing their reading interests. The program collaborates with Literacy Mothers, women, and the wider community to promote the importance of reading in fostering children's critical thinking skills. In addition to book distribution, the Sinisa program organises various literacy-promoting activities, such as group reading sessions, storytelling events, and reading competitions. These activities are designed to make the reading experience interactive and enjoyable, encouraging children to develop sustained interest in reading. (Ghalebandi & Noorhidawati, 2019).

Additionally, the program established Literacy Families (*Keluarga Literasi*) at the RW level, with the RW chairman's wife appointed as the coordinator to facilitate literacy development within the community. At the time of the study, 28 Literacy Mothers had been appointed across 23 urban villages and four sub-districts, with the mayor's wife actively participating in the program. However, periodic monitoring and evaluation efforts have failed to ensure these roles' effectiveness and sustainability. Therefore, providing these coordinators adequate training in literacy promotion and early childhood teaching methods is a significant challenge. This will ensure that the program is driven by active community participation and implemented effectively.

Dinpersip promotes the program to families and extends its reach to educational institutions such as PAUD, kindergartens, and primary and junior high schools. This promotion effort is held annually and reflects a continuous commitment to raising early literacy awareness within the community. The success of this program underscores the importance of collaboration among various stakeholders, including families, educational institutions, and government entities, in fostering a literacy culture from an early age. (Rao et al., 2024).

Sinisa's approach engages kindergarten-aged children and parents, positioning them as key partners in cultivating a love for reading. Through Dinpersip's promotional efforts, parents are encouraged to serve as reading role models and to create an environment that fosters reading habits at home. The Sinisa program aims to improve children's reading skills and enhance their critical thinking and imagination. (Pollarolo et al., 2023).

Table 2. Number and Types of Books or Early Literacy Materials Distributed to Children

Year	Number of Books Distributed	Type of Books (Children's Stories, Educational, etc.)	Number of Children Receiving Books	Forms of Parental Involvement/Participation (Reading at Home, Tutoring, etc.)
2023	2000 titles/6000 copies	Handbook for introducing literacy for early childhood	1995	Reading Salatiga Early Literacy (Sinisa) books to children at home
2024	3000 titles/9000 copies	Handbook for introducing literacy for early childhood	1925	Reading Salatiga Early Literacy (Sinisa) books to children at home

Source: Dinpersip 2024

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Despite these efforts, the quality of the materials and methods used to promote literacy programs is not yet optimal. As a result, these activities often remain ceremonial and have yet to significantly impact children's literacy development. Additionally, the collaboration between Dinpersip and educational institutions to develop a more integrated, curriculum-based literacy program has yet to be optimized (Zápotočná et al., 2022).

The Sinisa program has demonstrated effectiveness in increasing early childhood reading interest through community and family engagement. However, technological advancements and the rising use of digital media among children present new challenges. To address this, Dinpersip can leverage technological innovations, such as developing interactive digital literacy applications. Additionally, a gamification approach to literacy can enhance children's engagement with reading (Ghalebandi & Noorhidawati, 2019). Furthermore, strengthening the capacity of Literacy Mothers through technology-based training can ensure the program's sustainability. With these strategies, Dinpersip can effectively tackle literacy challenges in the digital era and expand the program's impact in improving the quality of human resources in Salatiga.

Weaknesses

The Sinisa early literacy program is one of Dinpersip's flagship initiatives. It is inspired by literacy programs in Finland that emphasize early childhood education. (Suyono et al., 2023, p. 90). In Finland, every family with a newborn receives a child development package that includes various necessities for the baby, including books for parents and children. Dinpersip adopted the Sinisa program in Salatiga City, inspired by this concept. Initially introduced in 2017 by librarian Rinaldo Anggoro Sakti, who independently created an early childhood book prototype, Sinisa was officially recognized in 2023 as a flagship initiative by Dinpersip's Head. At this stage, the program expanded with contributions from children's book authors and illustrators to support broader literacy objectives better. (Petrová et al., 2020).

Initially, the distribution of Sinisa books was not well-targeted, as it did not specifically focus on children under five. Before its official launch, Dinpersip relied on data from Disdukcapil to distribute books to newborns and provided limited copies through Reading Gardens, with around 300 books printed at Rp 14,000 each. However, these books lacked key literacy elements such as language quality, vocabulary, storytelling, narrative structure, illustrations, age suitability, and educational value—crucial for children's literacy development. (Ortega-Benavent et al., 2024).

During the study period, Dinpersip's Sinisa program targeted children under four, although early literacy ideally includes children up to eight. This broader age range is crucial, as children aged 0 to 8 are in their 'golden age' of cognitive and language development, forming the foundation for future literacy skills. (McBride-Chang, 2014). However, Dinpersip lacked a more comprehensive approach that integrated book distribution with early literacy development at home and school. Without clear objectives and proper alignment with children's developmental needs, the program's effectiveness could be limited. This lack of clarity might reduce its impact on fostering reading interest, resulting in suboptimal outcomes. Effective early literacy initiatives require a holistic strategy, incorporating parental involvement, a supportive environment, and high-quality content. (Fatonah, 2020; Nakijoba et al., 2024).

Despite being implemented for years, the Sinisa program has faced budget constraints. In 2023, Dinpersip's total budget was IDR 1.506 billion, significantly lower than the 2024 allocation of IDR 7.52 billion. According to the 2023 Budget Implementation Document (DPA), only IDR 59 million was allocated for social inclusion-based literacy programs, including Sinisa, which increased to IDR 100 million in 2024. This budget also covered initiatives like the Salatiga Early Childhood program and the Silent Café with the Sahabat Tuli Community. Limited funding has hindered Dinpersip's ability to enhance library services and develop innovative programs.

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Table 3. Budget allocation for the implementation of the Sinisa program

Program Name	Budget		Source of Funding
	2023	2024	
Printing of Salatiga Early Literacy Books	103,000,000	100,000,000	Regional Budget
Literacy Mothers Event City Level	-	5,762,500	Regional Budget
Literacy Families Group Head Event	-	33509800	Regional Budget
Literacy Family Event	-	2,568,000	Regional Budget

Source: Processed by Dinpersip, 2024

In that period, literacy programs such as Sinisa had not received sufficient attention from leadership to be prioritized within Dinpersip's strategic initiatives. Additionally, limited infrastructure posed a significant challenge in promoting the Sinisa program. (Muryanti, 2022)Despite the potential for these services to support the program directly and indirectly. For example, there were no comfortable and fully equipped reading rooms for children. Enhanced infrastructure for children's services could attract more users to the library.

Another critical issue hindering the development of the Sinisa program is the lack of qualified human resources. (Marinelli et al., 2022). There were only 11 librarians employed by Dinpersip, five of whom were assigned to the development division responsible for managing the Sinisa program. Furthermore, many of these staff members lack a formal background in library science, which limits their knowledge and expertise in literacy and library management. Further compounding the issue was that Sinisa's literacy contents were managed internally by Dinpersip's team, comprising librarians and structural staff, without the involvement of educational content experts. The content development team was comprised of 10 members who did not have expertise in early childhood education.

One of the significant weaknesses in the early literacy program in Salatiga City is the absence of dedicated experts to develop content specifically for children. Currently, the content and printing of Sinisa's books are solely entrusted to publishers as third-party entities. The development of content and the printing of books were entirely outsourced to third-party publishers. Although these publishers are reputed for their quality, no in-depth evaluation was conducted to assess the effectiveness and relevance of the content. Additionally, local writers had minimal involvement in the content development, and no mechanisms were established to ensure that the materials aligned with children's developmental needs.

The lack of specialized expertise in developing content for children's books may result in materials not fully tailored to their developmental stages. Without thorough assessments of content quality and effectiveness, the program risks disseminating materials that are either irrelevant or inadequate, limiting the potential benefits of improving children's literacy. Consequently, children's literacy development may progress slower than expected.

The family literacy program has primarily targeted families at the community level and has not been widely integrated into educational institutions such as preschools. Furthermore, the program has focused on book distribution, while the long-term goal is to foster a comprehensive literacy culture within the community. Limited support from the Provincial Library Office further constrains the program's development, and the lack of focus on educational institutions restricts its overall reach. Early childhood education is crucial in fostering literacy habits from an early age. (Barluado et al., 2024). The absence of a strong collaboration with educational institutions reduces the program's capacity to leverage a critical phase in child development when formal learning could reinforce literacy efforts initiated at home.

Limited support from the provincial library office hampered the potential for this program to grow and become fully integrated. Local efforts in early literacy development remain suboptimal without provincial backing, constrained by limited resources and initiatives. Consequently, the program does not advance significantly or sustainably.

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Synchronization with the National Library literacy initiatives was also inadequate. For instance, the library did not consistently request specific data from regional offices when providing books to communities, leading to frequent mismatches between the program's offerings and local needs. This situation underscores the need for improved coordination between central and local governments to implement early literacy programs.

The lack of alignment with the National Library's literacy initiatives can, to some extent, undermine the overall effectiveness of these programs. Providing books without consulting specific regional data means the assistance may not align with local needs. As a result, the books supplied may not be effectively utilized, and the literacy program may fail to foster a genuine culture of literacy within the community. Without addressing these weaknesses, the long-term goal of establishing a robust literacy culture may not be fully realized.

The weaknesses in the Sinisa early literacy program have significant practical implications, particularly in limiting its effectiveness and sustainability. The absence of expert involvement in content development risks producing books that do not align with children's developmental needs, while inadequate funding and infrastructure hinder accessibility and engagement. A shortage of trained librarians further reduces the program's impact, and weak collaboration with schools and national initiatives restricts its reach. Addressing these issues requires a strategic approach, including expert-driven content, better funding, librarian training, and stronger partnerships with educational institutions and the National Library for a more integrated and sustainable literacy program.

Opportunities

Dinpersip has a valuable opportunity to strengthen early literacy in Salatiga City through cross-sector collaboration, program innovation, and regional synergy. Strengthening partnerships with educational institutions and parents can enhance the Sinisa program's effectiveness by integrating literacy support in schools and fostering reading habits at home. Additionally, increasing literacy awareness and National Library support position Sinisa as a potential model for regional initiatives. Expanding the program with digital content and interactive reading activities, such as virtual sessions and digital books, can make literacy efforts more engaging and relevant in the digital age. (Rusiana et al., 2024).

At the inauguration of the 2023 Sinisa program, attended by representatives from the National Library, significant changes were implemented in the book distribution system. Parents representing each village were invited to participate, allowing for a more targeted approach to book printing and distribution based on demographic data. Dinpersip also collaborates with Literacy Mothers to register every family with children under five years old, making the book printing and distribution process more targeted and efficient. The role of the Literacy Mothers is also crucial to the early literacy program. This initiative aims to cultivate literacy leaders from each village, which is particularly important given the large number of the targets for the book distribution. Suratmi, (2021) Dinpersip is committed to providing the highest quality service to ensure user satisfaction.

The program entered its second phase in 2024, with 84 participants from 23 villages in Salatiga attending a four-day session. The first phase was held in June 2023. The sessions emphasized the importance of early literacy for children under five, focusing on the Sinisa program, which targets four-year-olds. Sinisa's publications comprise three volumes, with 1,000 copies printed per volume (totaling 3,000).

Primayana et al., (2023, p.31) Highlighted the critical role of families as the primary agents in fostering children's literacy. As the smallest social unit, the family is the first space for socialization and education. Through family interactions, children learn to understand their surroundings, social behavior, and the foundations of personality development. Family is where children receive their first education, directly and indirectly. (Suwandi et al., 2024).

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This principle is embedded in the Sinisa program, where parents are engaged as key contributors. Parents participate in socialization activities to guide children in learning to read and write. (Eden et al., 2024). The challenge lies in maintaining children's interest in reading and establishing a consistent reading habit. Consequently, parents are supporters and pivotal facilitators in their children's literacy journey.

Additionally, the role of Literacy Mothers plays a significant part in the Sinisa program. The title "Literacy Mother" is typically given to a prominent female figure responsible for promoting and advancing literacy in her community. Their duties include advocating for literacy through speeches, participation in literacy events, and utilizing media platforms to spread literacy awareness. For instance, the Literacy Mothers promote literacy through public speaking, attending literacy events, and leveraging media to spread literacy messages. The Literacy Mothers are also tasked with designing and supporting programs and initiatives to improve community literacy skills. These efforts include children's reading programs, book clubs, writing competitions, and digital literacy training.

At Dinpersip, a budget allocation of Rp 90.124 million was disbursed to support the Literacy Mothers at the city level, facilitating socialization efforts among family literacy group leaders. In 2023, the budget expanded to Rp 169.2 million under the Reading Culture and Literacy Socialization program, which serves Basic Education and Special Education Units and community groups. This funding enables Dinpersip to extend Literacy Mothers' reach, supporting the establishment of literacy family group representatives throughout the community.

Regrettably, Dinpersip has yet to engage the reading community in the empowerment and socialization of Sinisa books. Empowerment activities are crucial in assisting individuals to overcome literacy barriers and can contribute indirectly to social inclusion initiatives. (Adhimi & Prasetyawan, 2019, p. 220).

Community involvement could also help mitigate Dinpersip's limited human resources, as it currently operates with only nine librarians: three young expert librarians, three first-level expert librarians, and one each in supervisory, advanced, and skilled librarians. Dinpersip employs six non-permanent staff with backgrounds in library science. However, this staffing structure is insufficient for Dinpersip to effectively execute its programs, as noted in the Dinpersip Performance Report, highlighting a shortfall in library staff availability. In 2024, Dinpersip allocated Rp 121.9 million to enhance the library's and central staff's capacity. However, recruitment efforts remain abysmal, resulting in a less desirable division of tasks.

Collaboration is also a key factor in the effectiveness of early literacy programs. It requires coordinated efforts from parents, schools, and communities. Each stakeholder plays a vital role in supporting children's literacy development. (Wijaya et al., 2020). At the time of the study, Dinpersip's collaborations with various stakeholders were not optimal. For instance, partnerships with school libraries, community organizations, and learning centers could enhance children's access to engaging reading materials and literacy activities. Community support could include volunteer assistance with school literacy programs, offering reading guidance, or conducting literacy workshops for parents. Effective synergy among these parties would enable early literacy programs to become more structured and comprehensive, ensuring that all children have equal opportunities to develop strong reading and writing skills from an early age (Suardipa, 2019, p. 48).

Strategic partnerships with private companies, non-profit organizations, and local communities are particularly valuable. These third-party contributors often provide essential funding. In many countries, libraries rely on grants and donations from national governments and foundations, which support key initiatives such as book acquisitions, technology development, and facility renovations. (Stevens & Laynor, 2024, p. 3). Beyond financial support, third parties also play a vital role in promoting libraries and literacy initiatives within the community (Lee, 2023).

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The opportunities available to Dinpersip to strengthen early literacy programs have several practical implications. Strengthening cross-sector collaboration can lead to more effective literacy interventions, as closer partnerships with educational institutions and parents ensure a supportive learning environment at school and home. Expanding the Sinisa program with digital innovations can enhance children's engagement, making literacy activities more appealing and accessible in the digital era. Additionally, leveraging support from the National Library and local stakeholders can help Sinisa become a model for regional literacy initiatives, increasing its sustainability and impact. However, to maximize these opportunities, Dinpersip must actively address challenges related to human resource shortages, optimize collaboration with community organizations, and secure additional funding to ensure long-term program success.

Threat

One significant threat to early literacy programs, including the Sinisa program, is the lack of commitment from government and regional leaders. Without robust government support in policies and budget allocations, these literacy initiatives are unlikely to reach their full potential. For instance, in 2024, the Sinisa program received only IDR 100 million in funding, which indicates limited governmental attention to literacy improvement in this region. Without sufficient budgetary support, planned literacy activities will face challenges in practical implementation.

In the era of regional autonomy, local, provincial, and district/city governments have the authority to oversee the education sector. Education is a critical area of local governance, as it impacts the livelihoods of many, shapes the future of the nation's youth, and ultimately influences the region's long-term progress or decline, as reflected in the quality of its human resources. This commitment is underscored in Article 31, Paragraph (4) of the 1945 Constitution, which mandates that the state allocate at least twenty percent of its national and regional education budgets. Furthermore, Law No. 20 of 2003, Article 11, Paragraph (2) obliges both central and regional governments to ensure sufficient funding for the education of all citizens aged seven to fifteen years (Hasibuan, 2018, p.5).

However, improving education quality at the regional or national level remains challenging without adequate budgetary resources, even with substantial authority over education planning (Ferreira et al., 2021). While large budget allocations do not necessarily guarantee improvements in education quality, deficiencies in education management and misaligned budget use often contribute to suboptimal outcomes. In the Sinisa program, one critical component of budget support is the provision of high-quality, age-appropriate reading materials (Kusuma, 2016).

Al-Samarrai (2007) notes that education is positively associated with better health outcomes. Thus, if the government aims to improve public health, enhancing the quality of education by increasing budget allocations is essential, ensuring equal educational opportunities for all members of society (Shaleh, 2014, p. 1832).

Furthermore, the lack of designated funds from the DPRD for reading interest programs highlights literacy's low priority on the government agenda. This has resulted in limited flexibility for the Dinpersip to implement more ambitious and impactful initiatives. Should this situation continue, the Sinisa program and other literacy initiatives may stagnate, potentially diminishing children's interest in reading in Salatiga City.

Government commitment to literacy significantly influences community involvement. A perceived lack of support may make the community less engaged in early literacy programs, though community participation—especially from parents—is essential for fostering children's literacy development. Without government support, the community may not understand the importance of their role in these literacy programs, potentially undermining the programs' effectiveness.

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It is, therefore, essential to strengthen commitment from all relevant stakeholders, including local governments, to ensure the success of early literacy programs. This commitment should encompass not only adequate budget allocations but also policies that actively support literacy initiatives (Cordova Jr. et al., 2024). With strong support, literacy programs can become more effective and sustainable, promoting the goal of enhancing children's interest in reading in Salatiga City.

Beyond challenges related to government commitment, technological advancements also pose significant obstacles to Salatiga's early literacy programs. With increasing exposure to digital devices and interactive media that readily capture children's attention, the growing dependence on digital media can shift their interest away from printed books. This shift creates new challenges for literacy programs that are traditionally focused on book distribution and fostering conventional reading habits.

Without adapting to these situations, literacy programs may struggle to foster children's reading interests. Programs like Sinisa, which target early childhood literacy, must adopt approaches that are both engaging and relevant to children. These might include integrating educational digital content or interactive reading applications to enhance children's engagement with reading materials.

However, concerns about the quality of digital content need to be addressed (Liu et al., 2024). While digital media offers extensive opportunities to promote literacy, not all content effectively supports the development of children's reading and critical thinking skills. Therefore, literacy programs must ensure their digital content is both educational and of high quality. Without adequate supervision, children risk exposure to information that may be inaccurate or lack educational merit. (Lafton et al., 2024).

To address the challenges posed by technological advancements, early literacy programs must innovate and adapt to the evolving digital landscape (Pinski & Benlian, 2024). This will sustain children's interest in reading and guarantee their access to quality information. Collaboration among government entities, educational institutions, and community groups is essential to creating a dynamic literacy environment that aligns with current technological developments.

Practically, the threats to early literacy programs like Sinisa require concrete measures to ensure their sustainability and effectiveness. Local governments must increase budget allocations and design policies that actively support literacy, including incentives for schools and communities engaged in literacy initiatives. Additionally, the integration of technology into literacy programs should be optimized by providing high-quality and accessible digital content for children and parents. Dinpersip and other stakeholders must also strengthen collaboration with the private sector and non-governmental organizations to secure additional resources. If these measures are not implemented promptly, children's reading interest in Salatiga may continue to decline, hindering the development of a high-quality human resource pool.

Table 4. SWOT analysis and its implications

Category	Key Findings	Practical Implications
Strengths	• Government authority over the education sector under regional autonomy. • Existence of the Sinisa program as an initiative for early literacy. • Community participation potential.	• Strengthen policy support for literacy programs. • Utilize existing frameworks to enhance program implementation. • Engage local communities in literacy campaigns.
Weaknesses	• Limited budget allocation (only IDR 100 million in 2024).	• Advocate for increased budget allocation.

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Category	Key Findings	Practical Implications
	• Lack of dedicated funding from DPRD for literacy programs. • Weak management of education budgets and misalignment of funding.	• Improve financial planning and fund utilization for literacy programs. • Ensure long-term financial sustainability through diverse funding sources.
Opportunities	• Legal framework supports education funding (Article 31 of the 1945 Constitution, Law No. 20/2003). • Potential collaboration with private and non-governmental sectors. • Availability of digital tools for literacy enhancement.	• Strengthen advocacy for literacy funding within legal mandates. • Develop partnerships with businesses and NGOs for funding and resources. • Leverage digital platforms to enhance literacy engagement.
Threats	• Lack of firm commitment from government and regional leaders. • Increased competition from digital entertainment reducing reading interest. • Risk of low-quality digital literacy content.	• Implement policies to prioritize literacy in the regional agenda. • Integrate interactive digital content to attract children's interest in reading. • Develop quality control mechanisms for digital literacy content.

Conclusion

The SWOT analysis of the Sinisa Early Literacy Program in Salatiga City highlights both its potential and challenges, particularly concerning government commitment, community engagement, and the increasing influence of digital entertainment. To strengthen the program, the Salatiga Library and Archives Office (Dinpersip) should prioritize advocacy for increased budget allocations by presenting data-driven reports on literacy rates and program impact to the local government and DPRD. Additionally, Dinpersip should actively seek collaboration with the private sector, such as publishers, bookstores, and corporate social responsibility (CSR) programs, to secure funding and book donations. A dedicated task force within Dinpersip should be established to oversee fundraising efforts and partnerships with NGOs and educational institutions to expand literacy initiatives.

Furthermore, the Sinisa program should adopt a "Community-Based Literacy" model involving parents, teachers, and local community leaders. This could include literacy training for parents to guide their children's reading habits, organizing mobile libraries in public spaces, and establishing community reading hubs. To address the challenge of digital distractions, Dinpersip should develop a localized digital literacy platform—a mobile app containing interactive storytelling, digital books, and educational games designed for early childhood literacy. Collaborating with academic experts and digital media specialists is crucial to ensure content quality.

Despite these recommendations, this study has limitations. The analysis primarily relies on qualitative data, with a focus on policy review and stakeholder insights, which may not comprehensively capture the literacy behaviors of children in Salatiga. Future research should employ quantitative methods, such as surveys or experimental studies, to assess the direct impact of literacy interventions on children's reading skills. A comparative study between regions with different literacy funding models could provide valuable insights into best practices for literacy program sustainability. By implementing these strategies and further refining research approaches, the Sinisa literacy program can become a model for enhancing early childhood literacy in Indonesia.

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